



**Department of Public Health Sciences
MPH Program Syllabus**

Course name:	Eliminating Health Disparities
Course no.:	PUBH 5322
Course CRN:	22536
Semester/year	Spring semester
Graduate credit hours:	3
Class location:	Old Main Building 201
Class meeting time:	Thursday 5:00-7:50 PM
Class instructor:	Gabriel Ibarra-Mejia, MD, Ph.D., MSErg.
Office location:	HSN Bldg. Office 409
Phone:	915-747-7270
Email:	gabmejia@utep.edu
Office hours:	Friday 1:00-4:30 PM or by appointment
Preferred contact method:	Email
Course description: (MPH Capstone Course)	This capstone course for MPH students examines the theoretical models, causes, consequences, and solutions related to health and health care disparities in Hispanic/border and other minority communities in the U.S. and globally. Students engage in a community learning project to gain deeper understanding of the socio-cultural, economic, geographic, environmental, nutritional, political, and individual factors that contribute to health disparities and their solutions in the local U.S.-Mexico border community.
Course pre-requisites:	Admitted MPH Program student; completion of all public health core courses & PUBH 5352 and PUBH 5321 concentration courses; departmental permission
Required textbooks:	There is no required textbook. Seminal readings will be assigned from peer-reviewed journals, book chapters, and materials posted on the websites of reputable organizations (e.g., CDC, APHA, PAHO, WHO). See syllabus
Supplemental reading:	See page 11-12 of syllabus for listing
Course format:	Lecture & discussion, in-depth readings/reflective responses, student oral & written presentation, class learning project.
Major learning objectives	<p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the evolution of health disparities and health equity as subjects of study and public health action. 2. Identify the multiple dimensions of health disparities as described in <i>Healthy People 2020</i>. 3. Describe how the selection of reference groups can affect the measurement of health disparities. 4. Analyze, interpret, and present health disparities data in tabular and graphic form. 5. Compare and contrast ethnic/racial and other health disparities in the U.S. population. 6. Use the socioecological framework to inform and design interventions to eliminate health disparities and increase health equity. 7. Critically assess existing programs & policies designed to eliminate health

	<p>disparities in US groups.</p> <ol style="list-style-type: none"> 8. Present and defend a position paper on a major Hispanic health disparity and recommend practical strategies for its reduction. 9. Conduct a comprehensive chapter analysis and make recommendations for reducing a specific health disparity affecting border groups. 10. Collaborate to produce a comprehensive analysis of the major health disparities affecting border groups that can be used as an authoritative web-based source by policy makers, public health practitioners, and the public.
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Assessment strategies:	<ol style="list-style-type: none"> 1. Weekly written reflective responses on reading assignments 2. Successful completion of Health Disparities Measurement online short course (pass online exam to receive certificate of completion). 3. Hispanic health disparity case study presentation <ol style="list-style-type: none"> a. Oral & written assessment (evaluation rubric) by instructor b. Hispanic health disparity oral presentation: Oral & written assessments (evaluation rubric) by student peers. 4. 2014 Class Learning Project- US-Mexico Border Health <ol style="list-style-type: none"> a. Weekly written progress report assessments b. Final written product (health disparity chapter with recommendations)
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MATRIX

Program Competencies	Learning objectives	Assessment strategies
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This course meets the following MPH Program core & concentration competencies

HISPANIC AND BORDER HEALTH CONCENTRATION COMPETENCIES	Learning objectives	Assessment strategies
1. Describe the historical, cultural, social, economic, political and other similarities and differences among Hispanic and border groups and how these affect health equity and health disparities.	1,2,5	1,3a,3b,4a,4b
2. Analyze the roles of history, power, privilege, economics and other structural inequalities that restrict health equity and produce health disparities in Hispanic and border communities.	1,2,5	1
3. Identify the major chronic, infectious, and other health challenges that face Hispanic and border communities.	5	1,3a,3b,4a,4b
5. Identify and access the major sources of public health data that pertain to Hispanic and border communities (e.g., vital statistics and disease registries, health and nutrition surveillance databases, census data, national surveys).	3,4,5	3a,3b,4a,4b
6. Develop public health strategies and interventions that are responsive to the unique needs and cultural values/traditions of Hispanic and border communities.	8,9	3a,3b,4a,4b
9. Effectively communicate information to the public and policy makers regarding the special public health challenges and needs of Hispanic and border communities.	10	4a,4b
10. Act as an effective resource person for Hispanic and border residents, organizations, and communities.	10	4a,4b
BIOSTATISTICS CORE COMPETENCIES	Learning objectives	Assessment strategies
8. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.	3,4,5	2,3a,3b,4a,4b
9. Interpret results of statistical analyses found in public health studies.	3,4,5	1, 2,3a,3b,4a,4b

EPIDEMIOLOGY CORE COMPETENCIES: 8. Communicate epidemiologic information to lay and professional audiences. 9. Draw appropriate inferences from epidemiologic data.	8,10 8,9	3a,3b, 4a,4b 1,2,3a,3b
SOCIAL & BEHAVIORAL SCIENCES CORE COMPETENCIES 2. Identify the causes of social and behavioral factors that affect health of individuals and populations. 8. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions. 10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.	1,2,6 7 6	1,3a,3b,4a,4b 3a,3b,4a,4b 3a,3b,4a,4b

Grading scale & criteria	<p>Student performance evaluation (course grade). A high degree of graduate level performance and professionalism is expected of all students. Student performance in the class will be based on the following:</p> <ol style="list-style-type: none"> 1. Individual reading assignments reflective responses (total maximum points=15) 2. Successful completion of Health Disparities Measurement online course- you must submit original certificate of completion to instructor (total maximum points=5) 3. Hispanic health disparity individual presentation (total maximum points=30) 4. Individual written project chapter for El Paso County health disparities class white paper (total maximum points=50): final project and weekly assessment reports <p>Grading scale:</p> <ul style="list-style-type: none"> ▪ A (> 90%-exceptional graduate-level performance) ▪ B (80-89%-average graduate-level performance) ▪ C (70-79%-below average graduate-level performance) ▪ D (60-69%-unacceptable graduate-level performance) ▪ F (< 60%-very unacceptable graduate-level performance)
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Class Participation	Active participation in this MPH capstone course is especially important. Students must be prepared to come to class to discuss, answer questions, and participate in all class activities. They also must actively participate in activities outside the classroom related to the community learning project. Prepared participation by students is a core feature of this capstone course.
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Incomplete policy:	An "I" (incomplete grade) can only be considered only <u>if requested by the student in advance of the conclusion of the course</u> and only for <u>legitimate, documented</u> emergencies. Failure to request and negotiate the terms of an "Incomplete" grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.
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Course/Instructor & Institutional Policies

Attendance:	It is UTEP policy that all students attend all scheduled classes. Attendance will be taken at each class. When a student registers for a course, it is assumed that she/he has made arrangements to avoid such conflicts. Students are responsible for any information or activities presented in class discussions, lectures, assignments, and/or readings. If you are unable to attend class, it is your responsibility to inform the instructor before the respective class session. Students may be administratively withdrawn for excessive unexcused absences (2 or more classes). Compliance to due dates, in class presentations, homework, exams and other activities, is mandatory. All emergency-related absences must be verified.
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	Chronic tardiness not only reflects lack of commitment and professional behavior but also is disruptive to your classmates and the instructor. You are expected to be in class and seated by 5:00 PM.
Reading assignments:	All assigned readings need to be completed prior to coming to the next scheduled class session. Example: the reading assignments for week 2 need to be completed prior to coming to the week 2 class session.
Writing standards	Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Our MPH graduate program both recognizes and expects good writing to be the norm for course work. Please feel free to seek out assistance from the UTEP Writing Center. It is free and they are very helpful.
Policy for late assignments	Due dates for homework, exams, presentations and other assignments are designed for fairness to all students. No exceptions to those dates will be made excepting in cases of university-designated closures. All assignments are due at the beginning of the class period on the due date. Five (5) points will be deducted for each day an assignment is late (including weekend days).
Permission to record lectures & discussions	Not permitted without express permission of the instructor
Cellphone/electronic tablet/ use policies:	Please note that all cellular telephones, pagers, headphones, iPods, iPads, mp3 players, earpieces, laptops, and other forms of communication and entertainment technology equipment must be powered off and put away during the class period. If a situation should arise which necessitates a student to be contacted by a physician or family member, the instructor shall be notified and cell phone can be set to “vibrate.” Please be advised that students who use unauthorized technology during class time will be dismissed from that week’s class session.
Field trip policies:	N/A
Class participation:	Active student participation in this course is very important. Students must be prepared to come to class to discuss, answer questions, and participate in all class activities.
Special accommodations:	If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 915.747.5148, cass@utep.edu , or visit their office located in UTEP Union East, Room 106. For additional information, visit http://sa.utep.edu/cass/ . CASS’ Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.
MPH handbook:	http://chs.utep.edu/publichealthsciences/pdf/MPH%20STUDENT%20%20HANDBOOK%202013-2014.pdf
Student conduct:	Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts.” <u>Regent’s Rules and Regulations</u> , Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (http://studentaffairs.utep.edu/Default.aspx?tabid=4386) “It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is

dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts”.

Examples of “cheating” include:

- Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test;
- Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”;
- Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
- Collaborating with or seeking aid from another student for an assignment without authority;
- Substituting for another person, or permitting another person to substitute for one's self, to take a test;
- Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

“**Plagiarism**” means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

“**Collusion**” means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

OTHER IMPORTANT INFORMATION

Disabilities: The instructor will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. If you have a documented disability and require specific accommodations, you will need to contact the UTEP Center for Accommodations and Support Services, located in the East Union Bldg., Room 106 within the first two weeks of classes. The office can also be contacted through their website at:

<http://sa.utep.edu/cass/>, by phone: (915) 747-5148 voice or TTY or Fax: (915) 747-8712.

UTEP Policy on Cheating. Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the

university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regent's Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (<http://studentaffairs.utep.edu/Default.aspx?tabid=4386>) "It is an official policy of the university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts".

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- Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";
- Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
- Collaborating with or seeking aid from another student for an assignment without authority;
- Substituting for another person, or permitting another person to substitute for one's self, to take a test;
- Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

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COURSE SCHEDULE*

DATES	Weekly Topics & Activities	Required Readings & Other Assignments
WEEK 1 Jan 21	- Course overview/assignments - Orientation to project	
WEEK 2 Jan 28	- Overview of health disparities & health equity - Health disparity theories - Social determinants of health & health disparities	- Week 2 assigned reading list - Week 2 reading reflections due
WEEK 3 Feb 4	- No scheduled class. Instead, you are required to take the Measuring Health Disparities" online mini-course from the Michigan Public Health Training Center that requires approximately 2-3 hours to complete. Please register for/turn in certificate of completion to Dr. Ibarra-Mejia. Certificates are manually processed and you will be notified via email when it has been posted to your Training Gateway account. The certificate you turn in must be an original print-out and it must include your name as registered with the training center. The on-line mini-course is located at: https://practice.sph.umich.edu/mphtc/site.php?module=courses_one_online_course&id=247	
WEEK 4 Feb 11	- Healthy People 2020 and health disparities - Project work in class	- Week 4 assigned reading list - Week reading reflections due
WEEK 5 Feb 18	- Hispanic and border health disparities overview I - Project work in class	- Week 5 assigned reading list - Week 5 reading reflections due
WEEK 6 Feb 25	- Hispanic and border health disparities overview II - Project work in class	- Week 6 assigned reading list - Week 6 reading reflections due
WEEK 7 Mar 3	- Student health disparity oral presentations <ul style="list-style-type: none"> ▪ 1. LGBT disparities ▪ 2. Older adult health disparities - Project work in class	- 4 student-assigned topical readings - Week 7 reading reflections due - Oral & written project activity report due
WEEK 8 Mar 10	SPRING BREAK (no class March 10-14)	
WEEK 9 Mar 24	- Student health disparity oral presentations <ul style="list-style-type: none"> ▪ 3. Mental health & mental disorder disparities ▪ 4. Injuries & violence disparities - Project work in class	- 4 student-assigned topical readings - Week 9 reading reflections due - Oral & written project activity report due
WEEK 10 Mar 31	- Student health disparity oral presentations <ul style="list-style-type: none"> ▪ 5. Nutrition and weight disparities ▪ 6. Sleep health disparities - Project work in class	- 4 student-assigned topical readings - Week 10 reading reflections due - Oral & written project activity report due
WEEK 11 April 7	- Student health disparity oral presentations <ul style="list-style-type: none"> ▪ 7. Physical activity disparities ▪ 8. Oral health disparities - Project work in class	- 4 student-assigned topical readings - Week 11 reading reflections due - Oral & written project activity report due
WEEK 12 April 14	- Student health disparity oral presentations <ul style="list-style-type: none"> ▪ 9. Environmental health disparities ▪ 10. Heart disease and stroke - Project work in class	- 4 student-assigned topical readings - Week 12 reading reflections due - Oral & written project activity report due
WEEK 13 April 17	- Student health disparity oral presentations <ul style="list-style-type: none"> ▪ 11. Diabetes disparities ▪ 12. Access to health care disparities - Project work in class	- 4 student-assigned topical readings - Week 13 reading reflections due - Oral & written project activity report due
WEEK 14 April 21	- Student health disparity oral presentations <ul style="list-style-type: none"> ▪ 13. Health-related quality of life - Project work in class	
WEEK 15 April 28	- Project work in class	
WEEK 16 May 5	- Project work in class	
Final corrected versions of your health disparities presentation (paper copy) and health disparities white paper chapter (paper copy plus electronic version due no later by 5:00pm on May 13, 2016.		